


STUDENTS 'ADAPTATION TO LEARNING AS A PSYCHOLOGICAL PROBLEM

Natalia Gerasimova, Inna Gerasymova, Svitlana Dmytryuk

¹*Candidate of Psychological Sciences, Associate Professor, Scientific-and-Research Institute of Pedagogical Education, Social Work and Arts, Bohdan Khmelnytsky National University at Cherkasy, Ukraine*

²*Candidate of Pedagogical Sciences, Associate Professor, Transactional Analyst, Scientific-and-Research Institute of Pedagogical Education, Social Work and Arts, Bohdan Khmelnytsky National University at Cherkasy, Ukraine*

³*Senior Lecturer, Department of Arts and Light Industry Technologies, Kyiv National University of Technologies and Design, Ukraine*

ORCID ID : ¹0000-0001-5455-4891, ²0000-0003-3981-1428, ³0000-0001-6428-4856

ABSTRACT

The analysis of the current state of the issue in modern socio-psychological literature provides a comprehensive insight into adaptation. The concept of adaptation is used in many sciences as a tool for understanding the process of interaction of the organism and its environment. Studies show that a person who gets into a new environment and starts a new activity undergoes physiological changes of the body oriented to the new work process: the rhythm of work, rest, sleep, mental work load, muscle activity, metabolism, blood pressure and new emotional sufferings. Human adaptation to the environment also implies involvement in specific social relations, which play a major role in his adaptation. Adaptation and ability to it is a prerequisite for future activity, a necessary condition for its success without feeling discomfort, tension and internal conflict of an individual with the professional and social environment. The concept of adaptation in the modern psychological literature is inextricably linked with the problem of optimal interaction between an individual and the environment as a concept that allows you to assimilate and bring to the system factors obtained at different stages of research - from sociological to individual psychological one. Effective social adaptation is one of the prerequisites for successful professional activity.

INTRODUCTION

The initial stage of professional training is interpreted by researchers as a stage that determines the entire course of further human life. At this stage the process of adaptation to educational activity in a higher educational institution takes place. It happens because at this period a person finds himself in a challenging situation of learning new forms of activity, communication, leisure and he correlates his expectations with reality. Research in the field of general psychology aimed at studying the individual characteristics of students during the adaptation process to learning in a higher educational institution is characterized by a general tendency to identify only the general characteristics of various types of personality adaptation at this stage of development. At the same time, the peculiarities of the process of students' professional and personal growth at various stages of their adaptation to the learning conditions in a higher educational institution, depending on the influence of factors that affect the adaptation process, require in-depth study. Adaptation of the student's personality takes place in the team (group, faculty) and through the team. And in this case the initial stage of adaptation in a new social environment is of special interest. Adaptation in the team is a prerequisite for productive social activity, self-determination of a personality, the development of the student's individuality.

The primary task of creating the theory of adaptation in a higher educational institution is to define this concept at the general level. I. Liakhova and A. Uchytel, within the framework of *the general concept of adaptation* in a higher education institution, distinguish (Liakhova, 2001):

- 1) professional adaptation is a process of human entry into the profession, which is expressed in the acquisition of knowledge, skills and abilities necessary for future professional activity;
- 2) didactic adaptation is students' adjustment to a new form of educational work for them;
- 3) students' adaptation to new learning and teaching conditions in a higher educational institution is the process conditioned by getting of an individual into a new educational system under the guidance

of lecturers who form the structure of his activities due to the new organization of education and socialization, which is a methodological prerequisite for student learning.

In the process of adaptation to training in a higher educational institution students go through the following *stages*:

- 1) pre-adaptation stage, at which the student receives information about the new situation as a whole, the criteria for evaluating various actions, the norms of behavior in the team;
- 2) adaptation stage, at which the student refocuses himself, recognizing the main elements of a new value system, but still continues to maintain his numerous attitudes;
- 3) post-adaptation stage, which is carried out when the student is fully adapted to the environment, is identified with a new group, when the personal goals of a student are identified with the goals of the educational institution;
- 4) primary adaptation to the profession in the learning environment of a higher educational institution.

METHODS

Adaptive behavior is characterized by successful decision-making, initiative and a clear definition of one's own future. An adaptable person does not run away from difficult situations, but uses these situations to achieve his aspirations and goals.

The concept of adaptation in the modern psychological literature is inextricably linked with the problem of optimal interaction between the individual and the environment as a concept that allows you to assimilate and bring to the system factors obtained at different stages of research - from sociological to individual psychological one.

N. I. Bulka emphasizes that high level of *adaptation is accompanied by*: "self-strength", emotional maturity, real assessment of the situation, social courage, which can be compared with such a function of social intelligence as ensuring adequacy, adaptability in changing conditions.

Low level of anxiety and depression, lack of frustrating tendencies associated with the mobilization function, which helps to overcome sudden crises and prolonged stress.

Activity which is related to the energy features of social intelligence (Bulka, 2004).

As the basic principle of adaptation F. H. Khairullin considers the adjustment of an individual to the conditions and the content of a particular activity through gradual, but systematic performance of actions in new conditions. Depending on the nature of an individual's attitude to a new environment, the author distinguishes *two types of adaptation: creative and formal* (Khairullin, 1972).

Creative adaptation is understood as a certain adaptation to the learning process: deep and solid knowledge, the formation of creative thinking and skills of a future specialist, general activity in cognitive activity.

Formal adaptation takes place in the case of adjustment not to successful acquisition of knowledge, but to "pushing the matter through", i.e. to obtain knowledge and a diploma. In this case, students focus only on the exam session.

The adaptedness of an individual in terms of higher education is manifested in the following:

- 1) assessment and reaction of an individual to the situation;
- 2) the correlation of one's behavior with the current situation and the individual's acceptance of social role depending on the structure of needs and motives, that is, the type of adaptation process;
- 3) correspondence between goals and results (adaptability)

Some researchers emphasize the need to prevent maladaptive state of students during their studies in a higher educational institution by identifying a certain degree of adaptability and maladaptation to a new social environment (Miloslavova, 1970; Noskov, 2003; Osnitsky, 2004). Comprehensively studying the process of adaptation of students to learning in a higher educational institution, it is important to ascertain the effect of certain factors on this process. N. Y. Gerasimova, when determining the mechanisms, factors and criteria of adaptation, gives the following considerations: the movement of a person who adapts himself in the adaptation process is a stage of this process with

its inherent properties, that is, factors that often act as mechanisms. As soon as the movement at this stage ceases, the property of the stage turns into criteria and its features (Gerasimova, 2005).

I. O. Heorgiieva considers that the factors are the conditions and prerequisites that determine the process and the result, the success of human inclusion in a new social environment (Heorgiieva, 1985). M. O. Svyrydov defines the factors as a set of conditions that determine the process (pace, stability) and the result of adaptation (Svyrydov, 1992).

I. V. Gerasymova emphasizes that "One can agree that factors are a set of conditions and prerequisites that determine the adaptation process while criteria are a feature of the adaptation process and its result (Gerasymova, 2002).

The author draws attention to the complexity of the structure of factors, which can be described on many grounds: socio-economic, socio-demographic, socio-psychological, psychophysiological aspects in dichotomies (general - special, internal - external, basic - non-basic). Considering factors as motives for human behavior, she accentuates a motivational core - a stable combination of factors, which mainly determines the process and the result of adaptation, that is, there is also some mixing of factors and criteria.

According to O. I. Zotova and I. K. Kryazheva, the factors influencing the adaptation process are the conditions of human life and activity. In particular, the assessment and the perception of these conditions, in the first place, are mediated by the attitude to the content of work and the purpose of activity. Meanwhile, depending on the characterological features of a personality and non-dominant aspects of the motivational structure, the conditions of activity can significantly affect the nature and the result of adaptation. On the other hand, the very motivational structure of a personality, to a large extent, is the result of personality traits, and depends on the abilities, internal tendencies, emotional orientation and personal qualities. That is why some authors suggest that the correspondence of some personality traits to special aspects of an activity, in particular, professional, can be a condition and an indicator of a human adaptability (Zotova, 1979).

To the factors that influence the personality's adaptation, some authors refer social and psychological characteristics of the team - the nature of the relationship between ordinary members (horizontally), the nature of the relationship between managers and subordinates (vertically), team leadership style and its socio-psychological climate.

I. O. Heorgiieva divides factors into personal and external. To *personal* she refers: 1) sociodemographic characteristics of the participants of adaptation (sex, age, marital status, children, living conditions); 2) value orientations as a meaningful component of the system of subjective relations of a personality; 3) a number of psychological personality traits.

External factors are represented by a set of parameters related to the type of group activity. These may be specific characteristics of the activity: the content of the activity (work and knowledge); the organization of the activity (the degree of regulation of activity, the possibility of individual variability of ways and methods of the activity, the forms of control over process and result); the position in the system of social production; the objectivity of the results of the activity; the ratio of formal and informal structures of relations in the social organization of a team; incentive system; age homogeneity of a team; the degree of participation of individuals in the formation of group norms (Heorgiieva, 1985).

Factors are also divided into subjective and objective. *Objective factors* are less dependent on the student. This is the level of organization of education, hygienic and sanitary conditions of education, the size of a team, the location of a higher educational institution, the industry specialization, etc.

Subjective (personal) factors include:

1) Sociodemographic characteristics of a student (gender, age, previous education, social status, etc.);

2) Social and psychological - the level of demands, willingness to learn, efficiency, speed of orientation in a learning situation, self-control and the ability to act rationally, social skills, adequate self-perception;

3) Sociological - the degree of moral and material interest in the effectiveness and quality of education, the presence of guidelines for improving the level of education, etc (Noskov, 2003).

It should be noted that all the factors are interrelated. S. S. Kuzmin and O. O. Prokhvatilov believe that the beginning of adaptation does not coincide with the appearance of a person in a new group, but refers to the previous period. In this case an important role is played by subjective factors, namely, making a decision regarding the choice of a specialty or a desired social environment, the formation of an attitude towards a future profession and people who can become colleagues (Kuzmin, 1981).

In the process of professional self-determination, young people go through four stages.

The first stage of adaptation (professional self-determination of young people) falls on the first year of study in a higher educational institution. Its goal is to form students' interest to themselves and their peers as interesting objects for studying and observation, adaptation to new forms and methods of educational activities.

This adaptation *has three forms*:

1) formal adaptation, which means the cognitive and informative adaptation of students to a new environment, to the structure of a higher school, to learning content, to its requirements and responsibilities;

2) social adaptation, i.e. the process of internal integration of the same groups with student environment as a whole;

3) didactic adaptation, which correlates with the preparation of students for new forms and methods of educational work. Of particular importance at this stage is the work of group tutors, who organize individual talks, consultations on self-study and self-education. As a result of such work, interpersonal contacts are improved, trust is established in the group a lot of students start engaging in self-improvement, the number of nervous breakdowns during the first-year exam session is reduced.

The second stage (students' adaptation to the requirements of the profession) begins at the second year of study in a higher educational institution. It is characterized by the fact that a student acquires necessary professional knowledge and practical skills in the learning process to carry out specific activities in the chosen specialty. This approach creates a certain target setting, which has a positive effect on the process of future professionals training.

The third stage (dynamics of students' professional training in a higher educational institution) covers senior courses. Its main purpose is to complete the process of forming future specialist's personality.

The fourth stage (young specialist's professional adaptation and his professional growth). This stage acquires special significance during graduate studies. The formation of the personality of a future specialist-researcher and his training are facilitated by both general educational basic disciplines and special ones (research methodology, teaching methods of academic disciplines in colleges, gymnasiums and lyceums, speech culture, educational technology, etc.). In the course of studies Master's degree students' capabilities to predict, plan and conduct research related to the theory of teaching or education are revealed and studied (Kirei, 1986).

In the process of social adaptation, the correspondence between behavior and activity is achieved, which is approved by society and personality structure, his interests, values and orientation. Personality orientation and activity level are used as the adaptation criterion.

Most typically, three *main directions of activity orientation*, corresponding to three types of adaptation to the changed situation, are distinguished:

1) a way out of the situation, psychological protection of one's own "I";

2) impact on the environment in order to adapt its parameters to oneself: from direct impact to the search for workarounds;

3) self-transformation, one's internal structure: from habituation, balance with the environment to assimilation (Dolina, 1978).

Human adaptation to the environment also involves inclusion in specific social relations, which play a major role in his adaptation. In a number of scientific works [20] adaptive processes are

associated with the processes of social personality, it is distinguished a qualitatively higher degree of adaptation - social, which is a specific social phenomenon, based on the interaction between social subject and social object - the conditions of its social existence. The subject of social adaptation is a person, a personality as an individual being of social relations. Social environment is seen as an object of a personality's adaptation.

In many researches social adaptation is understood as adjustment of an individual to new conditions of social environment and its result. "The ability to adapt to different circumstances characterizes the process of formation and development of a personality, its professional growth. In case of maladaptation, not only personal and professional development can be disturbed, but also the psychological capabilities of the body can be reduced, and even health disorders are possible" (Ershova, 2000).

The following *classification of social adaptation* is used in the works of I. A. Miloslavova:

- 1) according to the nature of interaction between the subject of adaptation and the adaptive environment (adjustment);
- 2) according to the type of adaptive environment to which the individual is adapting or which he adapts to himself (friends' environment, learning process);
- 3) according to the structural components of adaptive environment (object-activity oriented and personal). In particular, to the microclimate, to social values, interpersonal relations, to the style of management and leadership and the like;
- 4) according to psychological content (adaptation to situations, including imaginary ones, attitude to adaptation, becoming estranged from usual living conditions, inability to adapt to the new conditions of social environment, etc.) (Miloslavova, 1970).

G. E. Mednikova emphasizes that the term "social adaptation" in terms of the basis, is the first step for self-development, has not yet been widely used in the social sciences, but the objective processes of integration, diversification, information society dynamics are attracting more and more attention to the development of the social adaptation theory. New concepts including timeserving: "passive adaptation", "pseudoadaptation", "accommodation" are appearing in it (Mednikova, 2003).

Passive adaptation is directed to use the socio-economic and psychological resources of a personality by means that were formed before. It is often carried out by lowering the level of aspirations and simplifying consumption standards. In the case of superficial adaptation, which is a consequence of passivity, there are no radical changes in the structure of the one who is adapted, in the means and the nature of interaction with the environment.

It is also distinguished *pseudoadaptation*, in which external adaptation to the environment is combined with the negative attitude towards its norms and requirements. A complex set of adaptation measures is formed. It masks explicit attitudes and goals and allows the subject to survive in difficult conditions.

RESULTS

To characterize adaptation in the conditions of a protracted conflict between the environment and the subject, when the subject cannot change the environment "for himself" and at the same time cannot accept the environment due to his value attitudes, the concept of "accommodation" is used. Accommodation is the temporary resolution of a conflict through mutual toleration, compromise or coercion. Accommodation (or the process of adjusting to conflict situations) is carried out by keeping the distance between social groups, people and society. Considering a higher educational institution as a social object, socio-pedagogical system, and a young person's entry into a university as its transition from one system to another, it is logical to consider adaptation to the conditions of a higher educational institution as a kind of social adaptation, which manifests itself in the specifics of the interaction of an object and a subject (Sorochinskaya, 2005).

It is from these steps that the attitude towards future professional activity, towards professional environment and its values begins to form. The active search for personal self-identification, one's place in role distributions, and conventional coordination in the socio-psychological structures of social communities continues.

V. P. Kazymirenko defines socio-psychological adaptation as a process of establishing the optimal correspondence of a personality and professional and educational environment in the process of carrying out the chosen independent activity, which allows a person to meet current needs, form personal and socially significant intentions (Kazymirenko, 2004).

When determining the socio-psychological adaptation of students to a higher educational institution, researchers identify a number of characteristic features, to denote which such terms as "activity", "creativity", "adaptation" and "involvement" are introduced. Based on the literal meaning of the word "adaptation" as an adjustment, its meaning is reduced to the acquisition of skills and abilities that make a person suitable for certain conditions. According to P. A. Prosetsky, socio-psychological adaptation of students is considered as "active creative adaptation of newly enrolled students to the conditions of a higher educational institution, in the course of which they develop optimal relationships, devotion for the chosen profession, rational collective regime of work and life" (Prosetsky, 1970). He emphasizes that the *socio-psychological adaptation* of students in the environment of a higher educational institution includes the following aspects:

1) professional adaptation, which determines the adjustment to the content, conditions and independent organization of educational activities, the formation of skills and directions in educational and scientific work;

2) socio-psychological adaptation, as one that determines the active (or passive) adjustment of a personality to the environment, building relationships in student groups, the formation of a style of personal behavior;

3) socio-professional adaptation as the acceptance of social requirements for future professional activity.

S. I. Silvestrov emphasizes the need to implement students' adaptation according to the socio-psychological direction - providing assistance in adapting to a new team. "The adaptation process is largely influenced by the individual psychological characteristics of students, their intellectual abilities, value orientations, professional aptitudes and inclinations ..." (Silvestrov, 1997). In addition, students represent a socio-psychologically heterogeneous group, the differences within which are determined both by socio-demographic factors (origin, social status, gender and age), psychological characteristics (communication, cultural level, independence), and motivation of activity. This leads to different levels and "speeds" of adaptation, which, to some extent, can be determined by the following main types of manifestation: the ability to organize yourself, your life, leisure, learning; ability to plan your class and personal time; formation of skills and abilities of educational activity; the prevalence of a good mood and self-confidence; friendliness and sociability; positive attitude to their future profession; state of health.

N. G. Kalnaia emphasizes the importance of socio-psychological teaching methods, which make it possible to increase several times meaningful communication between lecturers and students, promote students' creative non-standard thinking formation, cognitive interests development, stimulate and actualize deep personality associations, make participants form personal and business qualities (Kalnaia, 2003). Such active methods as sensitive training, discussion and role playing provide systemic and integrated approach in solving many problems that arise while students take the role, specifically socialization role, in the processes of socialization and adaptation to learning conditions in a higher educational institution. The objectives of such activities are to create and develop a social field, the system of communication for students of different levels, but also to explain the essence of the student's role, his opportunities and responsibilities.

The important aspect of social adaptation is role acceptance. The nature of a person's life scenario, lifestyle and behavioral strategies in various life situations depend on it.

The process of role development and role behavior occurs in the context of a very important process for the personality's life, which is called socialization (Osnitsky, 2004). According to most definitions, the person's socialization is the assimilation of social experience, social norms and values by a person. One of the main components of human socialization is the assimilation of social roles. First, in social roles, the norms and rules of social behavior have been established as role models, i.e. the requirements for fulfillment of social roles. Second, role behavior is the most important type of

social behavior, and social roles are a means of incorporating a personality in a group and a society, a form of social adaptation and personal self-expression at the same time. Characteristic features of role socialization lie not only in the assimilation of social expectations to social roles, but also in the role development of a personality, i.e. the formation of psychological roles, both social and personal, interpersonal, characteristic, life, and the like.

The transition to a new social role, the role of a student, the change of the usual school environment to an unfamiliar higher education environment takes time to adapt, even when within the walls of a higher educational institution a student meets a friendly attitude from the teaching staff. This is due to the fact that the student's life is built according to new rules and regulations, the sense of responsibility for what the future will be is growing up.

Such attitude for some students can lead to certain difficulties and the formation of a distorted role of a "student", namely, the replacement of a real sense of adulthood with such manifestations of behavior as the freedom of attending classes, external forms of self-realization (smoking, communication style). This happens due to certain difficulties of socialization, which are manifested in the unwillingness to study and to attend an educational institution.

The state of internal stress, like any other emotional event or phenomenon in a person's life, negatively affects both the intellectual and personal development of an individual. If mental stress continues for a sufficiently long period, then along with the growth of negative experience, a situation may arise in which a student will not want or will not be able to continue his studies at a higher educational institution. This is caused by the fact that psychological stress can adversely influence the course of mental processes, and the consequence of this can be learning disabilities, complications of relations in the academic group and, finally, unwillingness to study.

Role socialization acquires special significance during the first year of study at a higher educational institution. "Students are in new conditions for themselves: a new environment, a new knowledge system, the lack of daily knowledge assessment, and under these changing conditions they need not only to learn professional knowledge, to increase their theoretical and practical skills, but also to build their relationships with others, to form a new self-image" (Dolina, 1978). The educational process in a higher educational institution is a transitional purposeful system in which the personality's socialization process consists of two stages: the stage of adaptation to the conditions of being in this system and the stage of adaptation to the conditions in which a person will find himself in the next system. The optimal mode is when each of the previous general systems of the hierarchy, social system of a personality's socialization solves the problem of comprehensive human preparation for the transition to the next system.

According to the researches of I. Liakhova and O. Uchytyel, the first stage of socialization of the student's personality, i.e. the stage of adaptation to the conditions of a higher educational institution takes place at two levels - purposefully organized (controlling) and spontaneous. The controlled level is a purposeful influence of higher educational institution staff and its constituent structures on development of a student's personality traits necessary for successful study at this higher educational institution as the initial task of the educational process in it. Solving the problems of this process presupposes the conscious acquirement of the corresponding norms and values in the process of active learning, social activities of a first-year student (Liakhova, 2001).

Studying the basics of the freshmen's adaptation problems in a pedagogical higher educational institution, O. M. Halus differentiates *five aspects (subsystems)*:

- 1) the energy subsystem reflects the resource capabilities of the organism, their ability to ensure the functioning of the main systems of the organism in conditions of increased energy consumption;

- 2) the environment subsystem reflects the student's attitude to those external-objective conditions that surround him;

- 3) the activity subsystem reflects the student's ability to perform educational activities that make up the main content of his activities in a higher educational institution: mastering new actions, managing acquired skills, which are not appropriate in new conditions;

4) the social subsystem reflects the student's entry into a new social environment.

The social aspect of adaptation is characterized by the degree of student perception of norms and rules of life in the new social environment and the way student is perceived by this environment;

5) the personal subsystem reflects the overall result of adaptation, when a student feels psychologically comfortable in his life conditions, considers it constructively significant, which in general opens up further prospects for the development (Halus, 2004).

Besides, in the learning process, a person is placed in the situation where he is assessed, which gives rise to certain negative states of this person. Therefore, there is an increase of stressful situations, their effect on students, and hence on the learning process. At school, a student, as a rule, comprehends permanent, generally accepted forms of knowledge, his development is formed in a stable coordinate system (plus - minus), or, in other words, unidirectionally. This unidirectionality produces a stable psychological stereotype of student's behavior, which is the classic manifestation of conformity. As N. G. Kalman emphasizes, this is often the way to alleviate mental well-being at school, in a higher educational institution, on the contrary, such a basis (conformity) is often the beginning of students' negative mental states (Kalman, 2003).

Coming to a higher education institution with such a worldview, young students do not have time to get used to the dynamic educational process, full of a large number of special courses and teachers. Most courses in higher educational institutions are determined during the semester. During this period, a student does not have time to realize the psychotype of the teacher's behavior, it is difficult for him to assess the level of his professional competence.

Studies at a higher educational institution coincide with the second period of adolescence or the first period of maturity, which is characterized by the complexity of personal traits formation. A characteristic feature of moral development at this age is the increase of conscious motives for behavior, which young people lacked before. Interest to moral issues is increasing.

Along with this, psychologists and physiologists note that the student's ability to consciously regulate their behavior is not developed at the proper level. There is often an unmotivated risk of not being able to anticipate the consequences of one's actions, which may not always be based on decent motives.

A significant role in the activities and development of students is played by worldview, that is, the system of ideas, beliefs and views. It is manifested in the understanding and evaluating reality, in person's social behavior, his actions, activities, it has an impact on feelings, will and motives.

Distinctive features in the students' behavior and activities are caused by differences in their temperament. Temperament not only affects the manifestation of feelings and the speed of switching attention, but also other mental processes: the students' behavior at classes, exams, their reaction in difficult situations, reaction to questions, tasks and assessment. As a rule, this is where the objective basis is hidden, from which such negative mental states as insecurity, irritation, aggression and fear subsequently arise.

According to surveys and psychodiagnostic examinations conducted by S. O. Haponova, *typical adaptation problems are:*

- 1) false, inadequate expectations and illusions about learning;
- 2) "external" motivation for learning (for example, learning "for parents");
- 3) uncertainty of life plans and goals;
- 4) unfamiliarity with behavioral norms and standards adopted in the students' environment;
- 5) uncertainty of their own learning strategy (Haponova, 1994).

During the adaptation period the formation of socio-psychological unity of the student collective takes place, which acts as a powerful means of introducing the personality to new social functions, to the system of new relationships, needs and interests. The academic group is the closest environment in which a freshman adapts himself to the higher educational institution standards of life and activity. In it, with the help of personal communication, the student interacts with this social environment, which has a great influence on his behavior through various types of group control (public opinion, system of value orientations, etc.). Responsible attitude to learning process and social practice, labor and academic subject is formed in the team, as well as the associated problems are

solved there. Conditions for the development of positive personality traits and overcoming negative ones are created in it. Therefore, the need to accelerate relationship-building in the freshmen's study groups plays an important role. Socially significant activities of the group members and the relationship between them can stimulate this process.

Studying the psychological essence of interpersonal relations, A. Petrovskiy points out that they form various layers of group activity in the team. The first layer forms a set of interpersonal relations of direct dependence (emotional attractiveness, group compatibility, etc.). The second layer forms a set of defined socially valuable and personally significant activities determined by the content. The third one is a set of collective relationships, the basis of which is socially and personally significant activity (Petrovskiy, 1982).

CONCLUSIONS

In modern scientific research, adaptation is considered as an important theoretical and practical issue, the solution of which depends on the preparation of young generation for working life in a society.

Therefore, the tasks set by scientists are aimed at studying the psychological foundations of adaptation, identifying factors that affect the intensity of this process, establishing indicators of the level and degree of adaptation, identifying ways to purposefully and consciously manage them.

Having analyzed the process of students' psychological adaptation to studies in a higher educational institution, we identified the conceptual model for studying adaptation to a higher educational institution, which contains the components of adaptation - adaptation to learning, professional activity; adaptation criteria (objective and subjective), as well as adaptation factors - social and personal. Moreover, the relations between the presented areas of study emphasize the importance of the personal factor, its representation in the components, conditions and the stages of adaptation.

The success of adaptation depends on many constituents: adaptability, plasticity and flexibility of nervous system; intellectual and creative abilities; motivational structure of the student's personality. The relationship between the level of student's socio-psychological adaptation and the student's educational activities is dialectical. The important factor influencing success is the motivation of educational activities and the desire to succeed in it.

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THE STRUCTURAL AND SEMANTIC CHARACTERISTICS OF SINGLE-SYLLABLE IMPERSONAL SENTENCES IN THE CZECH LANGUAGE

Maria Kalenychenko¹

¹*Kyiv Taras Shevchenko National University, Kyiv, Ukraine*

ORCID ID : 0000-0001-6222-4083

ABSTRACT

The state of research of monosyllabic, in case of impersonal sentence, the sentence in linguistic of Slav philology has been analysed. The categoric characteristics of lack of personality, the methods and ways of their realization in Czech language have been defined. Structural and Semantic Parameters of Czech impersonal sentences have been investigated. The main patterns of their creation and specificity of their denotative characteristics have been defined as well. The main valency and intential types of Czech impersonal sentences have been established. It is pointed out that the lack of personality as a categoric concept in Czech syntax is realized in five general Slav models with the help of which the specificity of impersonal sentence as one of the most typical variety of Slav sentences of verbal type is represented. A special interest is paid to the interconditionality of the structural-semantic parameters of the qualitative level of the lack of personality. The chosen manner of description of the syntactical units gives the possibility to determine the degree of participation of structure and semantics in the process of formation of such a phenomenon as the impersonal sentences.

INTRODUCTION

In modern Slavic science, the syntactic level remains one of the least studied structural levels of Slavic languages. Many current problems of Slavic syntax, which require a thorough theoretical coverage of a number of issues related both to understanding the intra-syntactic organization of monosyllabic, including impersonal, sentences in Slavic languages, and with the problem of modeling the relevant syntactic units, unfortunately, did not find a synonymous unambiguous solution in the scientific literature.

As the analysis of the scientific literature on the researched problem shows, in modern linguistics sentence models are often analyzed without taking into account their functional characteristics. This approach deprives syntactists of the opportunity to give an in-depth interpretation of many types of Slavic sentences, including impersonal, which are built on the same structural model, but differ in the nature of syntactic functions of components, which has been repeatedly drawn by the attention of a number of researchers.

In linguoslavistics on the basis of different Slavic languages impersonal constructions have been thoroughly studied from their formal and grammatical organization: Andersh (1987), Belichova (1982), Danesh (1997), Vykhovanets (1983). The specificity of the structural parameters of impersonal sentences in Slavic languages was observed mainly within the use of lexical and grammatical means that form the grammatical center of impersonal units, identifying their syntactic labeling, correlation with other monosyllabic communicative units, the scope of different semantic and grammatical types of individual types, as well as the frequency of their use in different styles.

Unfortunately, in modern linguistic Slavic studies there is no unambiguous generally accepted definition of an impersonal sentence, its types and kinds. If some scholars consider impersonal sentences as a meaningless construction with one main member - a predicate, in the form of which the meaning of a person is not expressed and there is no indication of it in this context, then for others impersonal are such monosyllabic sentences in which the action or a state (sign) that arises or exists independently of the performer of the action or the bearer of the sign.